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ABSTRACT

Every learner must be guaranteed access to quality instruction, resources, and assessment. This handbook was designed to assist educators in making responsible local educational decisions with an informed and attuned understanding of equity and effective school practices. The publication is intended to help engage education stakeholders in substantive dialogue about the integral relevance of equity, multicultural education, and equal access to every student and educator. Part 1 identifies the key components of educational equity--access, attitudes, language, interactions, instruction, and materials. Part 2 describes equitable practices and effective practices at the district, school, and classroom levels, and outlines the responsibilities of school staff and other key stakeholders. Training and technical assistance are offered free of charge to public school personnel by the Center for National Origin, Race and Sex Equity (CNORSE) at the Northwest Regional Educational Laboratory. Appendices contain 62 references, definitions, and key federal nondiscriminatory laws as they impact equity in education. (LMI)

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An Equity Handbook for Learning Communities

Developed by the
Center for National Origin, Race and Sex Equity
REVISED EDITION

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NORTHWEST REGIONAL EDUCATIONAL LABORATORY (NWREL)
Center for National Origin, Race and Sex Equity (CNORSE)
101 S.W. Main Street, Suite 500
Portland, Oregon 97204-3297
Telephone (503) 275-9603
Fax (503) 275-0452
Internet: cnorse@nwrel.org
Home Page: http://www.nwrel.org/cnorse/

NWREL Executive Director
Dr. Ethel Simon-McWilliams

CNORSE Program Director
Joyce Harris

Design and Editing
Susan Bagby Matthews

Desktop Publishing
Denise Crabtree, Mary Girouard

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THE FOURTH R: RESPONSIBILITY

Ensuring Educational Excellence Through Equitable and Effective School Practices

An Equity Handbook for Learning Communities

Developed By

NORTHWEST REGIONAL EDUCATIONAL LABORATORY
Center for National Origin, Race and Sex Equity
Portland, Oregon
Revised 1997

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CNORSE Staff Members

Dr. Ethel Simon-McWilliams, Executive Director, NWREL

Joyce Harris, Director, CNORSE

Fred Alcorn, Equity Associate

Lavonne Griffin-Valade, Equity Associate

Dr. Belen Ongteco, Equity Associate

Barbara Warren-Sams, Equity Information/Publications Specialist

Sherri Dawson, Management Assistant

PREFACE

> *When content, concepts, and events are studied from many points of view, all of our students will be ready to play their roles in the life of the nation. They can help to transform the United States from what it is to what it could and should be—many groups working together to build a strong nation that celebrates its diversity.*
>
> —James Banks, Professor
> University of Washington

Every learner, particularly those marginalized by the societal and educational system, must be guaranteed access to quality instruction, resources, and assessment to ensure their successful transition through complex learning experiences to the responsibilities of the workplace and active citizenship. Equity and diversity among students strengthen our schools and our society. By valuing diversity and encouraging inclusivity as educational and cultural opportunities, educators demonstrate their commitment to building both equitable and effective school practices that promote educational excellence.

Intended to increase the awareness of school staff, families, students, and the collective learning community about equity issues, *The Fourth R* focuses on several key stakeholders because they assume the intensive day-to-day responsibility for students' learning and behavior. This list, however, does not diminish the important contributions that other stakeholders make to the educational process. "School staff" refers to administrators, teachers, counselors, media specialists, aides, and classified staff. The term "parents" may also include nonparental legal and temporary guardians. Each section of this publication is designed for easy reproduction for multiple uses and activities.

This handbook can assist educators in their efforts to make responsible local educational decisions with an informed and attuned understanding of equity and effective school practices. The publication is meant to help engage education stakeholders in substantive dialogue about the integral relevance of equity, multicultural education, and equal access to every student and educator. Sustaining such dialogue affirms the mutual commitment of the entire learning community to provide quality education to *all* learners.

When reading *The Fourth R*, educators and other stakeholders are encouraged to reflect on a challenge posed by Portland's police chief Charles Moose:

> *As education leaders, what are you going to do toward equity? What efforts are you currently making, and what risks are you going to take, to change your school's climate to one that works toward the success of every student?*

This guidebook is meant to help facilitate the personal and professional growth necessary to meet this challenge.

THE FOURTH R: RESPONSIBILITY
ENSURING EDUCATIONAL EXCELLENCE THROUGH EQUITABLE AND EFFECTIVE SCHOOL PRACTICES

> *To maximize the educational experience of all students, we must address the issues of power, respect, recognition of different learning styles, changing teaching strategies, building on strengths students come to school with, from a gender, language, and race basis.*
>
> —Mike Travis, Anchorage Site Coordinator
> Alaska Comprehensive Regional Assistance Center

For students to become well-integrated and skilled individuals, an essential component of their learning must be equity. Whereas reading, writing, and arithmetic have traditionally been called "The Three Rs" of education, responsibility is the essential "Fourth R": *Responsibility to ensure equitable and effective school practices that provide educational excellence to all students.*

For 25 years, researchers, advisory commissions, writers, related legislative rulings, and others concerned about the fair treatment of students have recommended and mandated changes in public education that are designed to accommodate the needs and rights of every student. In spite of these efforts, problems of bias, prejudice, discrimination, intolerance, harassment, and complacency persist. Whether a bias is overt or subtle, unconscious or intentional, personal or institutional, the immediate and committed attention of everyone concerned with social justice and the well-being of young people is required to address and alleviate such pernicious inequities.

The primary purpose of our nation's public schools is to offer all students the opportunity to:

- Learn to their full potential
- Learn how to learn and pursue lifelong learning
- Apply what they learn to acquire greater awareness of themselves and others
- Develop attitudes and skills that make them responsible and contributing citizens

Each learner must receive equal educational opportunity regardless of their race, gender, or national origin. This encompasses what is taught, how it's taught, and how students are treated. Equity then becomes a major concern of each school socially, academically, and legally. Equitable teaching creates a supportive, responsive, and enriched learning environment that allows every student to feel comfortable as they examine their attitudes and share their ideas.

Court rulings have supported enacted legislation to provide equal opportunities in education, but laws alone cannot bring about true equity. The letter and spirit of the law must be reflected in every school district's mission and policies and have the unequivocal support of school staff, parents, students, and the community. *Equity is everyone's responsibility.*

Equity: An Achievable Approach to Education

Some teachers, administrators, and parents may question the need for teaching the principles of equity on the grounds that there are no minorities in their class or school or that it threatens traditional male and female roles. This view is shortsighted because teaching equity principles and implementing equitable teaching practices benefit every student, not just those who have suffered from or practiced overt and subtle bias. Teachers need equity skills no matter where they teach to help ensure that students learn the skills necessary to meet the challenges of a changing multi-ethnic nation.

An equity approach to education requires changing the structure of the schools and the attitudes of teachers. As members of America's culturally pluralistic society, students and educators must develop healthy and tolerant attitudes and interpersonal skills to communicate and collaborate across cultures and to function successfully in many situations. Several fundamental attitudes are essential to the attainment of educational equity:

- Equity is not an add-on, time-consuming topic, but a basic educational approach
- Equity is an achievable goal
- Equity is an attitude and commitment
- Support services are necessary to ensure equal access by all students
- Equity-focused resources are abundant and readily accessible

Equity and multiculturalism are for all students and teachers because in unbiased classrooms students hear the voices of different cultural groups. In this way, they come to understand the nation and world from multiple ethnic and cultural perspectives, instead of merely accepting the point of view of the mainstream culture.

Key Components of Educational Equity

Although our nation remains divided along class, racial, and ethnic lines, equity in education can bring greater unity among America's diverse groups because it involves inclusion, a uniting force brought about by transforming public policy and curriculum. Several primary components of educational equity are necessary to successfully incorporate fair practices and equal learning opportunities for each student:

Access - Legislation alone cannot establish equal access to schools, courses, and activities. Access problems still occur even though virtually all districts have taken measures to comply with nondiscrimination laws. Equal access means more than the provision of equal courses, facilities, and programs. It takes into consideration the different needs of students, including those who require special educational programs to benefit from the curricular offerings of a school. Equal access ensures that schools:

- Help students of limited English proficiency acquire language skills so they may benefit from instruction in the classroom and simultaneously achieve appropriate academic levels

- Provide racial and ethnic minorities and females with support that encourages their enrollment in higher-level mathematics, science, and computer courses, which remain predominantly attended by White males
- Value, encourage, and provide a learning environment where all students can succeed and grow to their fullest potential, regardless of race, sex, or socioeconomic status

Where disproportionate access may exist, intentional or not on the part of the school, staff members should assess what might be occurring in the school to contribute to the inequities.

Attitudes - Behaviors and attitudes are not created or changed by law or policies. Changes begin at the personal level first and extend outward. Schools and parents can take measures, such as training, modeling tolerance, and exposure to multicultural events, that encourage positive attitudes among all individuals connected to the educational process. Students, parents, and staff are entitled to being respected and treated with positive personal regard. Biased or prejudiced attitudes against individuals or groups are unacceptable because they lead to discrimination.

Language - Language is one of the most powerful influences in the development or reinforcement of attitudes. Bias occurs in language both in vocabulary and in usage. For example, using generic masculine occupational titles and pronouns presents an unreal picture of the world of work and limits aspirations because people, especially young people, tend to take language literally. Language can convey biased or ethnocentric attitudes, for example, referring to war triumphs of the U.S. cavalry as "victories" but calling Indian triumphs "massacres."

Close attention must be paid in schools to the connotations and innuendoes of the daily use of language. Language is particularly important in multicultural education because it defines and describes people of many groups. When educators are sensitive and appropriate in language usage and identify people as they would want to be identified, they affirm diversity.

Interactions - The messages students receive from others about their gender, race, or national origin greatly influence how they perceive their own worth and how others perceive them. Extensive research emphasizes the significant influence teachers and other school staff have on their *students*. The following research-based examples illuminate some of the many biased interactive patterns that often occur in classrooms:

- Disciplinary action taken by teachers is sometimes based on factors other than misbehavior; and discipline based on sex or cultural biases is especially harmful and may be one of the most subtle forms of discrimination in the educational system
- Students who are asked only easy questions do not have an opportunity to fully develop their intellectual skills
- Students who are not given enough time to answer questions have less opportunity to demonstrate their abilities, and teachers generally give less answering time to students for whom they have low expectations
- Male students receive more teaching attention than female students
- Teachers tell and expect males to do tasks, but often assist and do these same tasks for females

The following research-based points demonstrate examples of interactions that help create an unbiased approach that can benefit every student:

- In a collaborative classroom environment, students develop their potential with fewer restrictions imposed by expectations based on sex, race, or national origin
- Teachers' physical closeness to students during classroom interactions directly relates to their ratings of students' ability, which in turn impacts students' sense of self-worth
- Groups that are mixed according to race, national origin, sex, and ability levels promote more positive attitudes and social behavior than those that are not
- Students' attitudes and social behavior are more positive when they perceive that teachers have a balanced approach in their reactions to student behavior

Most *teachers* are unaware that they may treat students differently based on their sex, race, national origin, or other group identification. Once teachers examine their own ideologies and participate in interactive training, they begin using alternative and equitable teaching methods, such as equity-focused staff development activities, personal research and exploration, and openness to intercultural experiences, among others.

Disparities may also occur in the interaction of *administrators* who may unwittingly leave some teachers out of educational or policy discussions or give positive or negative feedback to some teachers, but not to others who may need it. By giving more attention to a select few, the principal may demonstrate favor for teachers who she or he perceives to be high achievers or who are of an ethnicity or sex with which the principal is more comfortable.

Parents or guardians may feel uncomfortable dealing with a teacher or an administrator who is of a different ethnicity or gender. The discomfort may cause the parent to avoid interacting with the school or to wrongly suspect hostility on the part of school staff. However, parents remain the pivotal influence in the socialization of young people. Their children and other students have a far greater chance of being treated equitably and developing just attitudes if inclusive behavior is modeled at home as well as by school leadership.

The interactions of *school counselors*, *media specialists*, *aides*, and *classified staff* with students impact all aspects of their academic and social adjustment and development. Every school staff member should examine his or her ideologies, explore resources, and pursue staff development opportunities that support participation in and commitment to equitable practices in school to serve every learner fairly.

The benefits of tolerant communication at home and school extend to personal interactions and relationships in the *community* and *workplace*, resulting in mutual trust and respect among all people. Most people are fired from their jobs because of poor interpersonal skills rather than ineffective job skills. If students learn positive and unbiased attitudes, it helps alleviate the problems that occur as a result of not knowing how to effectively communicate with others.

Instruction - Instruction includes and extends beyond materials, interactions, and language. Although teachers are required to follow the adopted texts when planning their lessons, they have latitude in how the material is presented, what topics are emphasized, what assignments are given, and what supplemental materials are used. Teachers' lack of awareness about equity concepts results in promoting a biased perspective. An equitable outlook can be

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sustained through the use of instructional materials that promote positive images of diverse groups and the strong commitment to an equitable approach to teaching and learning.

Equity and multicultural education are not separate subjects to be added to a multifaceted curriculum and busy workday, and do not add more content to the curriculum. Rather, equity and multiculturalism require teachers to rethink and reconceptualize the content being taught, and to use bias-free instructional methods to create inclusive lessons in every subject area.

Materials - Resources and materials often reflect bias in their content, graphics, pictures, and language. By using evaluation instruments, reviewers can determine whether people of color, females, or males depicted in materials are:

- Left out or ignored
- Inaccurately represented
- Subjects of ridicule, jokes, or insults
- Discussed in a stereotypic way
- Given scattered, peripheral coverage
- Presented as figures without authority
- Romanticized so much that colorful characteristics are emphasized and injustices and suffering are played down
- Represented in images and perspectives that encourage discrimination

Many supplemental materials, such as library books, posters, and audiovisual materials, are outdated and do not reflect equity principles. Teaching students to recognize bias in existing written and visual materials contributes to their critical thinking skills and eliminates consideration of censorship. There are abundant high-quality equity and multicultural materials and resources on the market that range from textbooks and multi-ethnic literature to comparative studies, trade books, and hands-on classroom activities. These resources can be readily accessed online, in print, and through interpersonal exchange with community members.

PROMOTING RESPONSIBILITY FOR EQUITABLE AND EFFECTIVE SCHOOL PRACTICES

Equitable Practices

> *Schools are probably the most crucial site for inviting us to view ourselves in a different mirror.*
>
> —Ronald Takaki, Professor
> University of California, Berkeley

The development of equitable attitudes in young people is a responsibility that must be shared by school staff and leadership, parents, and the collective community because behaviors, habits, and attitudes learned during the school years carry into adulthood. At each learning level, students are entitled to the benefits of an educational environment that embraces them regardless of their physical, mental, economic, academic, or social characteristics. When schools and society respond to individuals for who they are and what they do, and not by how they appear, a society of tolerance and justice can emerge. This goal is attainable as long as community leadership and people of goodwill continue to work collaboratively to ensure that all students and citizens develop the knowledge, attitudes, and skills to participate in a free democratic society.

Schools that assume the responsibility of providing equitable learning environments and opportunities proactively promote:

- An inclusive multicultural education geared to equitable opportunities and learning excellence for every student
- The acquisition of unbiased interpersonal skills that transform informed students into fair-minded team members in the workplace
- Teacher preparation and ongoing staff development that instill antibias and equitable teaching approaches and learning opportunities
- Equitable practices backed by tolerant and committed administrators, teachers, school staff, parents, and community members

Effective Practices

> *Innate differences don't matter much, effort does, on the part of the learner and the teacher. The difference between can and can't is effort.*
>
> —Lily Wong Fillmore, Professor
> University of California, Berkeley

Current research on effective schooling practices indicates that in order to help students be successful learners, school systems must address three primary areas of responsibility:

First, at the **district level**, educators need to create an environment in which *instructional effectiveness is valued.* Clear and stable policies, expectations for improvement, and strong systems of support help schools become more effective.

Second, at the **school level**, staff works to provide a healthy awareness that the school is more than a collection of people, subjects, and grade levels. *Effective schooling is the result of the efforts of a comprehensive learning community* which understands that the qualities of the school as a whole can either strengthen or inhibit the classroom learning environment. Clear expectations, consistency, and collaboration among adults, strong instructional leadership, and a central focus on learning are key to the pursuit of instructional effectiveness.

Third, at the **classroom level**, teachers should provide students with the understanding that *learning is an individual process shaped in the classroom.* On a daily basis, teachers and students work together in a dynamic, interactive process. Thoroughly planned lessons, focused instruction, and positive classroom management increase the probability of each student's success.

Qualities of schools can either enhance or detract from the learning environment and student experience. Fundamental factors that support students' learning success include:

- Efficient planning and clear goals
- Valid organization and management practices
- Strong leadership and continuous improvement
- Positive staff and student interactions
- A commitment to educational equity
- Regular assessment
- Support programs
- Positive relationships with parents and community members

School practices associated with effective schools for culturally and linguistically diverse students include the following:

- Cultural pluralism
- Shared governance
- Parent participation
- Academically rich programs
- Skilled use and training of teachers
- Personal attention to students
- Student responsibility for school affairs
- An accepting and supportive environment
- Teaching aimed at preventing academic problems

Strengthening School-Home Relations

> *Despite the connection between higher achievement and family involvement in schools, educators need assistance in planning to effectively engage large numbers of families in school....*
>
> —Joyce Harris, Director
> Center for National Origin, Race and Sex Equity, Oregon

Schools and the educational process foster personal growth and critical thinking and comprise a significant element of socialization. Adults both in and out of the classroom exert powerful influence on children's learning and other experiences. Thus, the relationship between school and home plays a significant role in achieving school goals.

Although school staff are becoming increasingly aware of the important role parents assume in collaboration with schools, most staff still find it difficult to involve some parents in school activities. Although many parents have limited time, they can still support the work of schools in meaningful ways, such as reading with their children, helping with homework, reinforcing the importance of becoming educated, and attending school meetings and events that fit their work schedules.

In order to develop an effective school-home relationship, school staff and families need to clarify what each expects from the other, and delineate who is responsible for different aspects of student development. Schools cannot accomplish their multifaceted aims without the ongoing support and involvement of parents and the extended community of educational stakeholders.

The Learning Community

Strong relationships among school personnel, parents, students, and the community coupled with equitable schools create positive learning environments for students and provide them with a sense of safety and inclusiveness. A fundamental step toward achieving equitable education is for educators and stakeholders to begin the difficult process of changing themselves. Meaningful, sustained change and the assurance of educational equity will not happen without adequate support for and by the teachers and school personnel who are key to educational improvement.

Increasing the awareness and understanding of individual and collective responsibilities helps provide an equitable learning experience for every student, strengthen improved school-home relations, and foster an effective learning community. School staff exemplify responsibility in action by modeling competence and civility to students, parents, and the community. School staff members enhance relationships with the learning community by:

- Being accessible to parents, students, and community members
- Returning telephone calls in a timely fashion
- Resolving problems at an informal level whenever possible

- Keeping parents informed about students' progress
- Communicating to parents how important their support is for their children's learning

The classroom as a learning community affirms the value of shared efforts, supports experimentation, and respects individual differences as benefiting the whole group's learning. *A learning community is one in which students feel cared about and respected by teachers, and supported and included by each other.*

Teacher Preparation and Professional Development

> *Classroom teachers cannot be effective teachers if they are not effective students themselves. It is up to them to pursue whatever resources they need to find out what they should know about equity.*
>
> —Joyce Harris, Director
> Center for National Origin, Race and Sex Equity, Oregon

With teachers at the heart of educational efforts, providing equitable and effective learning opportunities for students is dependent on meeting teachers' needs for serving increasingly diverse students, which may include the gifted and disadvantaged, students with limited English skills, students in need of special education, and students of multiracial, multi-ethnic, and other orientations. Equity training and multicultural curriculum are necessary components of teacher preparation, certification, and ongoing professional development opportunities, and must be implemented in an instructional approach that extends from kindergarten through 12th grade.

A primary area to facilitate change is professional development opportunities geared to helping teachers expand their knowledge, attitudes, and skills. This requires shifting educators' paradigms to include positive attitudes about different groups. Equity must not only be an integral component of professional development, but of curriculum and learning, staff collaboration, school-home and school-community communication, classroom practices, student-teacher relationships, and student-to-student dynamics. It is only when educators become multicultural people themselves can they then become multicultural teachers who promote equitable opportunities to students.

Responsibilities That Ensure Equitable and Effective School Practices

With sweeping technological changes, increased global economic competition, declining or static student achievement, and increased dropout rates, school personnel are seeking ways to increase student performance by making adjustments to the curriculum, teaching strategies, and standards for students and teachers. The learning climate of each school is based on attitudinal and behavioral patterns of its leadership and staff that significantly impact the level of student achievement. By nurturing collaborative opportunities that work to develop students into integrated human beings, academically astute individuals, and effective future workers, the school serves as a focal point of community dialogue about education in general and equity in particular.

The lists included in this section outline the responsibilities of school staff and other key stakeholders. They characterize some of the numerous equitable and effective school practices that positively impact all students' academic achievement and socialization.

Collective Adult Responsibilities

There is an awakening...a resurgence, particularly on the part of community groups, to address what the equitable school is.

—Barbara Eisenbarth, former Sex Equity Consultant
Idaho Department of Education

Education is a community effort that requires the investment of resources and time by all stakeholders to ensure equity in schools. Therefore, the recruitment of families and community members to actively participate in the life of the school can ensure the school's health and well-being.

Promoting strong school-home relations and school-community collaboration helps students become interested and effective writers, speakers, readers, listeners, and community members. The learning climate, resources, and activities should also support families and community members as well as students.

Community participation in the school can serve to expose students to multicultural individuals and experiences, particularly when the teaching force is not racially or ethnically representative of the diversity of the student body. If all members of the school community acknowledge, understand, and accept individual and collective responsibilities, the goals of public education will guarantee equal rights and equity for all students and enhance student performance.

The following collective responsibilities of a learning community help create a foundation for education stakeholders to discuss and clarify their roles in the educational process.

All Adults: Equitable Practices

1. Provide equal opportunities for all children to achieve maximum intellectual growth and development
2. Show respect and consideration to everyone regardless of race, national origin, sex, age, marital status, socioeconomic status, parental status, physical condition, or any other perceived difference
3. Hold the same high expectations for all students
4. Appreciate personal and cultural differences in people and understand and be sensitive to differences in learning styles and nonverbal behaviors
5. Use nonbiased language
6. Make a conscious commitment to confront and compensate for your own biases, and recognize that you were most likely raised and socialized in a biased environment and may unwittingly demonstrate biased attitudes
7. Know how to recognize bias and how it limits and demeans people; confront any biased or discriminatory behavior that you encounter, and do not condone behavior that you find offensive

All Adults: Effective Practices

1. Regard school as a place for serious study and learning
2. Know and adhere to the written codes of conduct of the school
3. Ensure no student falls below the level of learning needed for success at the next level
4. Provide extra learning time for students who need or want it; provide extra help outside regular school hours
5. Ensure that mastery, not age, guides promotion from grade to grade
6. Ensure that programs meet the needs of the whole child within the context of school, family, and community
7. Keep electives at a minimum; consider problem solving, analysis, interpretation, persuasive writing, and learning to learn among the fundamentals of education
8. Focus education on employability skills rather than merely on job-specific vocational preparation; employability skills might include problem solving, adaptability, command of the English language, the ability to acquire new skills and apply new knowledge, and the ability to work with others
9. Infuse a common set of concepts, principles, skills, and ways of knowing across the core academic subjects
10. Be consistently responsible, punctual, and prepared; dress and speak appropriately for the position you hold
11. Respect the rights of all school staff, students, and parents

School Staff Responsibilities

Administrators: Equitable Practices

1. Provide ongoing opportunities for staff to receive equity training, and proactively participate in such training
2. Ensure that all visual displays, school programs, and activities reflect respect, equity, and diversity
3. Encourage schoolwide participation in commemorative days, weeks, and months, such as Martin Luther King, Jr. Day, National American Indian Day, Hispanic Heritage Month, Black History Month, and Women's History Month, in addition to traditional celebrations
4. Apply equity principles when dealing with all staff members, parents, students, and community members
5. Be responsive to parent, teacher, and student concerns about perceived inequities in materials, programs, or interactions
6. Train students and teachers about the damaging effects of malicious verbal and physical racial and sexual harassment, establish a policy against such behavior, and instruct staff and students that such behavior will not be tolerated
7. Collect and be knowledgeable about the demographics of your district and school
8. Ensure that instruction leading to second language proficiency for limited-English-proficient students is integrated into the overall curriculum
9. Diligently carry out all state and federal mandates for nondiscrimination in all school programs and activities
10. Arrange flexible meetings to accommodate schedules of working parents and parents needing transportation and child care
11. Gather information on ways to meet the needs of underserved groups
12. Model harmonious intercultural relationships
13. Avoid stereotyping occupations, abilities, and interests when speaking with staff, students, parents, and community members
14. Recruit, hire, retain, and support staff representing diverse cultural backgrounds
15. Develop an affirmative action program for employing minority counselors and counselors with disabilities

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Administrators: Effective Practices

1. Establish and maintain a safe and orderly school environment
2. Keep physical facilities clean and reasonably attractive, and have damages repaired immediately
3. Provide a written code of conduct that specifies acceptable student behavior, due process, discipline procedures, and consequences
4. Administer reprimands in a neutral, objective way, focusing on students' behavior, not their personalities; refrain from administering unreasonable consequences to students
5. Establish an environment that promotes high expectations for all students' achievement, and discourages complacency about student achievement
6. Provide processes for monitoring the school's ongoing instructional efforts; establish an environment in which a positive attitude toward change is encouraged
7. Train and work with parents to improve their children's academic skills and attitudes toward education
8. Provide parents with regular information about children's physical, emotional, and academic development at different levels
9. Provide leadership and intervention in retention and re-entry programs for dropouts, and operate programs in a setting that focuses on improving student self-esteem and motivation to complete their education
10. Set concrete goals for at-risk students early in their school careers, and measure progress against these goals

Teachers: Equitable Practices

1. Teach to different learning styles, and use varied teaching styles to reach all students
2. As early in limited-English-proficient students' school careers as possible, provide supportive and effective instruction that is responsive to cultural differences and maintains high learning and achievement standards equal to all other students
3. Work to increase the enrollment of females and students of color in curricula and courses in which they are underrepresented, e.g., math, engineering, science, etc.
4. Teach students about prejudice and stereotypes and how to recognize bias in school materials
5. Supplement or replace biased materials in the classroom with an antibias curriculum and resources
6. Serve on textbook adoption committees and participate in other activities to ensure the selection of nonbiased curriculum materials and resources
7. Select visuals for use in the classroom that reflect respect, equity, and diversity
8. Never segregate students by gender or race in lines, study groups, or other activities
9. Avoid stereotyping occupations, abilities, and interests when speaking with students, parents, and community members
10. Ensure that visiting resource people represent both sexes and diverse ethnic backgrounds
11. Participate in staff development activities and trainings geared to recognizing and managing all biases
12. Participate in training in sexual and racial harassment to learn what to do whenever it occurs in the classroom and on campus
13. Evaluate your own opinions and behavior from the students' perspective: "What is the effect of my actions and words?"
14. Promote activities that allow staff and students to benefit from contact with others who are socioeconomically or culturally different from themselves
15. Give high-needs students the extra time and instruction they need to succeed; support the social and academic resiliency of high-needs students
16. Create the opportunities for students to develop supportive peer relationships and to serve as peer resources to one another

Teachers: Effective Practices

1. Approach instruction systematically with clear goals and objectives, and emphasize achievement and time on-task
2. Maintain order and discipline in the classroom and school at all times; set high standards and be consistent
3. Provide multiculturally based instruction, and create a positive classroom climate
4. Maintain high expectations for all students, and provide an optimum learning community that challenges students with attainable learning goals and helps students prepare to learn
5. Encourage students to develop a sense of responsibility and self-reliance, and give them a variety of guided and independent opportunities to complete and practice new concepts and individual and group skills
6. Continuously strive to improve teaching performance, and use assessment results to evaluate students and determine which teaching methods work most effectively
7. Inform parents of the importance of homework, and provide information on how to help children with homework assignments
8. Assign homework with the intent of its successful completion, review students' work, and give them immediate feedback
9. Monitor students' understanding of presented materials through clear questions and allotting them equal time to respond
10. Be attentive to student interests, problems, and accomplishments in their social interactions in and outside the classroom
11. Communicate positively and frequently with students and parents by phone or notes about the student's progress in school, including academic achievement, social behavior, and attitude
12. Develop skills for working with parents, welcome parents and encourage them to become involved in their children's education, establish and apply consistent communication procedures to strengthen parent involvement

Counselors: Equitable Practices

1. Incorporate current and effective counseling approaches and techniques that address and are sensitive to cultural, ethnic, and gender differences
2. Expand the awareness of self, students, school staff, and community in multiculturalism, educational equity, and diversity
3. Work collaboratively with all school staff to understand how cultural differences affect instruction, assessment, counseling, classroom management, and parental communication
4. Become familiar with effective methods to provide career guidance opportunities to students of color, and plan for and identify available culturally relevant career guidance materials for these students
5. Analyze enrollment data to identify disproportionate enrollments in vocational or other programs
6. Ensure that counselors can communicate with limited-English-proficient and hearing-impaired students
7. Participate in training to identify and resolve discriminatory career guidance practices
8. Review career guidance materials for racial, gender, socioeconomic, and national origin stereotypes
9. Use interest and ability tests that evaluate students' potential and performance regardless of their race, sex, or ethnic identity; use the same criteria for all students when scoring tests used in school
10. Be aware of cultural and gender biases in assessment and testing
11. Arrange counseling opportunities for students with special needs, such as pregnancy, teen parenting, limited English proficiency, etc.
12. Display posters, scholarship announcements, and other bulletin board materials that depict and encourage both females and males of diverse ethnic backgrounds in post-secondary schools, occupational settings, and leadership positions
13. Ensure that visiting resource people represent both sexes and diverse ethnic backgrounds
14. Refer students to employers requesting applicants for part-time, temporary, or full-time jobs without regard to race, sex, national origin, linguistic background, or disability
15. Avoid stereotyping occupations, abilities, and interests when speaking with staff, students parents, and community members

Counselors: Effective Practices

1. Listen attentively to students' needs, keep an open and non-judgmental mind, provide a warm and supportive environment to discuss students' issues, concerns, and goals
2. Develop methods of positive reinforcement for students' appropriate behavior, thoughtful choices, and efforts to share, communicate, and pursue further learning opportunities
3. Offer new ideas and alternatives to motivate students in their pursuit of knowledge and career opportunities
4. Demonstrate current knowledge of concepts of school counseling, child growth and development, and instructional practices, and be willing to share your expertise with staff
5. Serve as a liaison with parents and community agencies to help manage students' changing needs socially, behaviorally, and academically
6. Serve in a referral capacity to identify assistance for students and their families that helps them access community, health, and social service providers as their needs may dictate
7. Understand fully and accept school policies and regulations
8. Be trustworthy with all confidential information
9. Have a clear understanding of the legal and ethical constraints that protect students, their families, and other professionals
10. Teach communication skills to students that strengthen their ability to resolve conflicts and problem solve issues appropriately without being verbally or physically assaultive
11. Maintain high expectations for all students' social, academic, and intercultural achievement
12. Be visible in school activities and personal in interactions with students, staff, and parents
13. Participate in necessary meetings and inservice workshops

Media Specialists: Equitable Practices

1. Make a conscious effort to select books and materials that represent people of both sexes and diverse cultures in varied and nontraditional roles
2. Avoid stereotyping the reading interests of boys and girls
3. Ensure that visiting resource people represent both sexes and diverse ethnic backgrounds
4. Highlight respect, equity, and diversity in library displays
5. Avoid stereotyping occupations, abilities, and interests when speaking with staff, students parents, and community members
6. Guide teachers and students in their assignments through the use of supplementary materials that include the contributions of women and people of color
7. Build a collection of materials about racism, sexism, and multiculturalism for the school and community libraries
8. Help stimulate students' interests to expand their goals and expectations beyond those they already have
9. In addition to traditional celebrations, support and participate in commemorative days, weeks, and months, such as Dr. Martin Luther King, Jr. Day and Women's History Month
10. Take advantage of professional development opportunities to recognize and manage bias and prejudice

Media Specialists: Effective Practices

1. Organize the media/library resource program to meet the informational, educational, and personal needs of the school staff and students
2. Ensure that the resource facilities are accessible and flexible in order to support both primary and support functions
3. Acquire materials and equipment, and organize, house, circulate, and maintain materials and equipment to assure maximum access by staff and students
4. Provide leadership in planning, developing, implementing, and evaluating the library resource center program, including managing personnel, resources, and facilities
5. Provide access for students and school staff to information and ideas through a variety of resources and technology
6. Work on teaching teams to facilitate the accomplishment of school, curriculum, and library resource center goals
7. Provide formal and informal instruction in the use and production of information and ideas, and assist students, teachers, and staff in the use of electronic information sources and networks
8. Maintain the facilities or areas where resources and equipment are housed to ensure that they are clean and attractive, and have damages to equipment or areas immediately repaired
9. Assist teachers in preparing for special instructional, cultural, and parent-school events
10. Provide reference services for members of the school community, and refer students, teachers, and other school staff to relevant resources inside and outside the school resource collection
11. Work actively with teachers to coordinate integration of information skills and ensure effective use of multimedia

Aides: Equitable Practices

1. Make sure that all visuals used in the classroom reflect respect, equity, and diversity
2. Do not segregate students by sex or race at any time or in any activity
3. Take advantage of professional development opportunities to be trained in recognizing and managing bias
4. In addition to traditional celebrations, support and participate in commemorative days, weeks, and months, such as Dr. Martin Luther King, Jr. Day and Women's History Month

Aides: Effective Practices

1. Act as a resource to teachers and a role model to the students
2. Assist teachers in planning the design of your support role in instructional activities
3. Locate supplies and equipment, and know how to use them
4. Reinforce an atmosphere of learning by asking and answering questions of your teacher and students
5. Respect the privacy of students, parents, and teachers, keeping confidential any information about class records, testing, and emotional or behavioral problems of students
6. Carry out school policies, and enforce rules with fairness
7. Make every effort to incorporate students' families into the classroom, curriculum, or motivational aspects of learning
8. Provide information to teachers on students' performance, be willing to maintain records when required
9. Show initiative without usurping teacher authority
10. Keep communication lines open by meeting with teacher or other staff regularly
11. Learn the names of students as quickly as possible, and listen and respond to the students, considering their unique individuality

Classified Staff Members: Equitable Practices

1. Avoid stereotyping occupations, abilities, and interests when working with and guiding students
2. Take advantage of professional development training opportunities that help you recognize and manage bias and prejudice
3. Interact respectfully with families, community members, and students in person and on the phone

Classified Staff Members: Effective Practices

1. Reinforce the idea of school as community by learning students' names, taking their concerns and behavior seriously, and referring them to appropriate staff
2. Demonstrate knowledge of discipline and student management strategies
3. Maintain equipment or work areas under your care to ensure their cleanliness and good repair
4. Demonstrate skills in first aid and safety procedures
5. Act as a positive adult role model to students
6. Become involved with school site teams as requested
7. Be aware of ethical and legal standards and policies involving your role in the classroom or school
8. Carry out assigned activities as planned and directed by district, school, principal, and teachers
9. Provide objective feedback to the school, administrators, and teachers on students behavior or progress
10. Provide assistance with recreational and special events activities as assigned
11. Learn procedures for dealing with emergencies, i.e., accidents, weather conditions, illnesses
12. Learn the names of school personnel, both certified and noncertified
13. Interact respectfully with parents, students, and community members at all times

Student Responsibilities

For female students and students of color, it is not just what they are taught, but what they are not taught that hurts them.

—Marta I. Cruz-Janzen, Ph.D. Candidate
University of Denver

School is a privilege and opportunity for endless learning adventures. Teachers and students must work together on an ongoing basis to extend and refine each learner's knowledge and skills. Students' success may be achieved through:

- Careful preplanning
- Effective classroom management
- Positive teacher-student interactions
- Effective instruction
- Attention to equity issues
- Regular assessment

Parents and school staff share the responsibility of making sure that all students understand what is expected of them and that students clearly understand their roles. Student responsibilities are typically found in student handbooks, and when understood and practiced, they promote an equitable and effective learning climate. Students are responsible for many aspects of their own education, and should:

Equitable Practices

1. Learn to appreciate and respect differences in people
2. Treat with respect people who appear different from you
3. Use nonbiased language at school, at home, and in the community
4. Learn to recognize bias and how it limits and demeans people
5. Intervene, if it is safe to do so, when you see a friend or classmate harassing others or being harassed and report the incident to school staff, family, or a community member

Effective Practices

1. Punctually attend classes every day and arrive prepared with learning materials ready to work
2. Dress appropriately for school in ways that do not cause safety and health problems or disruptions
3. Use class time for learning, and make a determined and concentrated effort to learn
4. Be accountable for academic work, and finish incomplete lessons before or after school, during lunch, or at some other time to keep up with every assignment
5. Respect the rights of others to teach and learn
6. Be actively and positively involved in the school's academic and extracurricular programs
7. Practice good health habits, acceptable standards of behavior, involved effective citizenship, and a positive attitude toward learning
8. Know and obey the rules of the school and district
9. Respect the reasonable exercise of authority by school administrators and teachers to maintain discipline in school and school-sponsored activities
10. Accept reasonable consequences for breaking school rules
11. Seek out trustworthy adults when mistreatment occurs
12. Respect the property of others and of the school, and pay for damages incurred
13. Work responsibly with school personnel to solve problems; that is, inform the appropriate person of potential or existing problems
14. Set and keep appointments with involved school staff
15. Know and use established grievance procedures to pursue additional solutions; respect decisions and do your part in carrying out agreed-upon solutions

Family and Community Responsibilities

Since parents or guardians are charged with teaching their children to be responsible and encouraging them to assume age-appropriate responsibilities, they are their children's principal teachers, not television, peers, or other influences. Therefore, school staff should be aware of expectations or behaviors that may hinder effective collaboration with parents. For example, staff may hold negative opinions of some families because of family composition, economic status, or racial identity. On the other hand, parents may harbor negative attitudes toward schools or be dissuaded from actively participating in their child's school life because they feel somehow intimidated by the school administration and overwhelmed by the pressure of work and family maintenance.

For family and community members to effectively support education improvement, they must first understand their own responsibilities, what the school must do to educate children, what the district and community responsibilities are, and what children must do to glean the most from their education. Only when they understand these responsibilities, commonly outlined in student handbooks, can they hold others accountable to carry them out effectively.

School staff, families, and community members can work together to identify ways to provide an effective and positive learning climate for students. Family and community members can strengthen children's education and monitor and advocate for equitable educational opportunities in school through their participation in and support of school activities and efforts, such as:

- **Attend meetings and special events** - Attending parent-teacher and board meetings, special assemblies or extracurricular events, and observing in schools or classrooms increases understanding of what is occurring in schools.
- **Work as school volunteers** - Working as aides or volunteers in a school or classroom provides a clearer picture of the structure, content, and equity of the school's educational program.
- **Vote for school issues** - When people of color and women participate in the election of school boards and levies that reflect equity in education, improved school-community relationships result.
- **Serve on school boards** - When people of color and women are represented on the school board, the school tends to be more sensitive to concerns of hiring, discipline, and achievement, and to the provision of equitable education.

Participating in one or more school activities strengthens the school community. Studies of families of color emphasize that when parents believe they can influence the lives of their children, they are far more likely to support the work of the school and their children's learning efforts.

If parents or guardians cannot serve on school boards, vote, volunteer, or visit schools, their most important participation is through daily discussions with their children about what is occurring in school and in the classroom, identifying what is good, exciting, and helpful, or delineating what might be harmful or limiting student progress. By keeping abreast of their children's positive and negative experiences, parents can determine collaboratively with

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school staff members what can be done to improve situations that interfere with their child's personal growth and academic excellence. The following list of responsibilities helps guarantee high-quality and equitable education:

Equitable Practices

1. Teach children to respect people regardless of any perceived differences
2. Provide children with opportunities to see and interact in positive ways with people who appear different from themselves
3. Teach children about prejudice, how to recognize it, and how it destructively oppresses and demeans others
4. Take children's complaints about harassment seriously, working with the schools to resolve them
5. Review textbooks and other materials for bias, and bring all related concerns to the attention of teachers and administrators
6. Participate in textbook review and selection processes
7. Involve children in cooperative as well as competitive activities
8. Contact the school staff and administrators whenever biased interactions occur between staff members and students; use established grievance procedures for resolution
9. Do not set up negative expectations for a child with such sayings as, "She'll probably have trouble in math—I always did," or "Watch out for him—he'll take the roof off the school if he gets mad"

   Monitor students' use of multimedia to ensure access to enriched and appropriate learning resources that reflect diversity

Effective Practices

1. Prepare children for the future by fostering academic skills and positive attitudes toward education, school, adults, and the role of student
2. Ensure that children are punctual, attend classes regularly, and are supplied with necessary materials
3. Ensure that children arrive at school physically and mentally healthy, and they are well rested, clean, and appropriately dressed
4. Monitor homework for proper format, thoroughness, completion, and timeliness
5. Assume the responsibility for children's behavior, and make any necessary restitution should they cause damage
6. Become informed about programs, issues, and needs of the school and district
7. Limit television, radio, computer, and video use at home
8. Talk and problem solve with children, ask open-ended questions, listen to their responses
9. Work cooperatively with school staff to prevent and resolve problems
10. Access schools and become involved in all aspects of children's education; attend parent-teacher conferences
11. Hold teachers and schools accountable for meeting goals that work to improve academic performance, work with school personnel to analyze conditions when goals aren't met, and plan corrective action
12. Be aware of children's needs and recognize their successes to encourage them as they strive for excellence
13. When grievances arise, pursue each issue using established school grievance procedures to attain an equitable resolution

SUMMARY

A student's school years should ideally provide new, exciting, and relevant opportunities for personal growth, an appreciation of scholarship, the acquisition of knowledge, and a deep respect for other individuals. Effective school programs contain several equity components that work toward the achievement of excellence in the learning experience for each student.

- Individuals of all ages have a responsibility to know how to recognize and respond to biased or discriminating behavior or practices.
- Equity must be integrated into the entire 13 years of students' education and the entire curriculum. A week-long, quarterly, or annual program cannot sufficiently raise students' understanding of equity issues and the roles and contributions of men and women of diverse groups.
- Equity must be taught and integrated into every course, ranging from science and social studies to English and mathematics.
- Equity must be reflected in the instructional styles of teachers and in how administrative decisions are made and carried out.
- Equity must be incorporated into teacher preparation and certification programs and presented in well-planned and ongoing staff development training for teachers and administrators. All education stakeholders need to learn to incorporate educational equity into school and classroom goals.
- Textbooks and teaching materials must be current and nonbiased.
- Ongoing review and evaluation of materials and techniques must occur on a regular basis to encourage students to acquire an education that enables every one of them to become responsible and unbiased.

ACCESSING EQUITY ASSISTANCE

The Center for National Origin, Race and Sex Equity (CNORSE) at the Northwest Regional Educational Laboratory provides training and technical assistance free of charge to public school personnel in all equity-related areas, including racial and sexual harassment. Assistance is geared to building individual and group skills and capabilities that address inequities. Services delivered to educators focus on several primary areas:

- **Equity training and technical assistance** - Client-directed assistance through activities series and follow-up based on local school district equity goals
- **Equity information services** - Access to current materials and resources on national origin, race, and sex equity in collaboration with local school district library
- **Equity training to school district cadres** - Builds local capacity through equity training to strategic cluster schools and districts
- **Equity referral services** - Client referral to other equity assistance in and outside the service region as client requests may deem necessary

CNORSE has also developed workshops based on the content of this publication. The short (three-hour) workshop introduces participants to the *Fourth R* and highlights equity issues and the collective adult responsibilities. The audience is a mix of school staff. The full-day workshop (six hours) presents an indepth analysis of the content of the *Fourth R*. It includes a half-day of activities targeted to specific groups. The audience for the full-day workshop is administrators, teachers, families, and community members.

NORTHWEST REGIONAL EDUCATIONAL LABORATORY (NWREL)

Center for National Origin, Race and Sex Equity (CNORSE)

101 S.W. Main Street, Suite 500, Portland, Oregon 97204

Telephone: (503) 275-9603

Fax: (503) 275-0452

E-mail: cnorse@nwrel.org

Internet: http://www.nwrel.org/cnorse

APPENDICES

References

Definitions

Key Federal Nondiscrimination Laws as They Impact Equity in Education

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- *Education in Hawaii: A commitment to excellence.* Hawaii Department of Education.
- *Student rights and responsibilities.* Portland Public Schools (OR).
- *Washington statement of rights and responsibilities* and *The basic rules of the Seattle public school.* Seattle Public Schools (WA).
- *Responsibilities and rights—students, parents, school personnel.* South Central School District, Seattle (WA).
- *Policy manual.* Spokane Public Schools (WA).

Definitions

Access - Providing equal opportunity to participate in all aspects of the educational process to every student. Refers to both physical and institutional access to learning facilities, resources, and curricular programs. To meet the diverse needs of all students, some of whom require specific skills to access the school curriculum, compensatory policies and practices are necessary to ensure equal participation in school programs by all groups.

Discrimination - The differential treatment of individuals considered to belong to a particular group, including the denial of opportunity, privilege, role, or reward on the basis of sex, race, national origin, or other factors. Prejudice is an attitude; discrimination is its manifestation. Any attitude, action, or institutional practice that functions to subordinate a person or group because of their color or orientation.

Educational Equity - The elimination of discrimination in educational institutions, programs, and curricula on the basis of race, national origin, or sex and of those elements of role stereotyping and role socialization that prevent full and fair participation by all students in educational programs. Educational equity is concerned with the elimination of biased stereotyping to enable all students to freely choose among and benefit from opportunities in educational institutions and programs, with limitations determined only by each individual's interests and abilities.

Institutionalized Racism - Policies and practices of a society that function intentionally and unintentionally to subordinate individuals and groups because of their race; racism with origins in established and respected institutional norms and societal values; the type of racism that originates in the operation of established and respected forces in the society, stemming from the dominant culture's norms and values. As a result, all citizens frequently act in ways that are socially acceptable and yet reflect long-standing discriminatory assumptions and practices. When these kinds of practices are imbedded in school systems, schools can act to perpetuate the class differences and racial discrimination that are prevalent in society at large, having subliminal effects on the aspirations and academic achievement of many students of color and females.

Limited-English-Proficient (LEP) - Individuals whose native language is a language other than English, and who may be either born in the United States or in another nation and whose native language has significant impact on their level of English language proficiency.

National Origin - An individual's cultural or ethnic origin acquired either by birth in a country outside the United States, by being a direct descendent of an individual born in the United States, such as a Native American or Native Alaska, or from immigrants born outside of the United States.

Prejudice/Bias - Attitudes that predispose an individual to make either negative or positive judgments about persons, objects, concepts, or groups prior to objective evaluation. Preconceived judgment or opinion; an adverse opinion or learning formed without just grounds or before sufficient knowledge; an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics.

Pluralism - Ethnic and racial identity. Valuing culture, class, language, race differences as rich resources that enhance schools and society.

Racism - Any attitude, action, or institutional structure that subordinates a person or group because of their color. Racism is not just a matter of attitude; actions and institutional structures can also be racist.

Sexism - Any attitude, action, or institutional practice that functions to subordinate a person or group because of their sex. The control of institutional power distinguishes sexism from individual bias.

Sex-Role Stereotype - The assumption that all females or males share common abilities, interests, values, and roles. In the context of schools, the term refers to practices, activities, and materials that prescribe the development of girls and boys and prepare them for traditional and often limiting sex roles.

Socialization - A lifelong process by which people are prepared to occupy various roles in society. Socialization is achieved through the provision and accumulation of life experiences that transmit knowledge, attitudes, and skills to perform functions necessary for these roles. Socialization is often deliberate and readily observable as children are being prepared to carry out a complex collection of economic, social, physical, political, and psychological roles as adults. However, most socialization is subtle and goes unnoticed.

Stereotype - An oversimplified perception in which individuals are ascribed certain traits merely because of their membership in a specific group, race, or sex.

Key Federal Nondiscrimination Laws as They Impact Equity in Education

The Equal Protection Clause of the 14th Amendment

The U.S. Constitution makes only one reference to equality. In the 14th Amendment the following clause appears:

> "...nor shall any State...deny to any person within its jurisdiction the equal protection of the laws."

This clause, known as the Equal Protection Clause, guarantees the equality of citizens and noncitizens alike under the law. It became law in 1868, following the Civil War, and was designed to ensure that newly freed slaves not be discriminated against—that is, that no state would make or administer any law differently for those who had been slaves and those who had not. The 14th Amendment also makes clear that women and minorities are citizens. When the U.S. Constitution was first written, only White male landowners were considered citizens.

Brown vs. Board of Education

In Brown vs. Board of Education in 1954, the U.S. Supreme Court accepted the argument that segregation in schools was a violation of the Equal Protection Clause of the 14th Amendment. It was essentially the same argument that had been made more than 50 years before in Plessy vs. Ferguson, but, for the first time, the court looked beyond the intent to discriminate, and founded its opinion on the harmful effects on Black children that resulted from separate educational facilities. As a result of these effects, the court declared that Black people were deprived of equal protection under the law. This decision marked a critical turning point in the Supreme Court's application of the Equal Protection Clause, and today we are still feeling the impact of its mandate to desegregate schools "with all deliberate speed."

Civil Rights Act of 1964

Acknowledging that Brown vs. Board of Education had only opened the door and recognizing that school segregation was still an ugly and pervasive reality, Congress enacted the Civil Rights Act of 1964 to desegregate public schools. The inclusion of the term "national origin" in the original version of the Civil Rights Act of 1964 stemmed from the Brown vs. Board of Education litigation, which highlighted that many national origin students in nonsegregated settings were still not given equal educational opportunity. Under Title IV of the Civil Rights Act, 10 regional desegregation assistance centers funded by the U.S. Department of Education provide assistance upon request in the areas of race, gender, and national origin equity to public school districts and other responsible government agencies.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits discrimination against students on the basis of race, color, or national origin in programs receiving federal funds. Title VI and related case law prohibit discrimination on the basis of race, color, or national origin in student admissions, student access to courses and programs, and student policies and their application, to name a few of the areas covered. Discrimination against national origin minorities on the basis of limited English skills is also prohibited by Title VI case law. Any institution or agency receiving federal funds is covered by Title VI. Most educational activities of a recipient agency or institution are covered, including activities or programs not in direct receipt of federal funds. It was the language of Title VI that provided the model for Title IX of the Education Amendments of 1972.

Title VII of the Civil Rights Act of 1964

Title VII prohibits discrimination in employment on the basis of race, color, national origin, religion, or sex. The courts have interpreted sex discrimination to include sexual harassment. The law covers all employees in public and private institutions having 15 or more employees, including student employees. Title VII is enforced by the U.S. Equal Employment Opportunity Commission.

Elementary and Secondary Education Act of 1965

The Elementary and Secondary Education Act of 1965 closely followed The Civil Rights Act of 1964 to provide funds for special programs for children from low-income families (Title I) and for children with limited English proficiency (Title VII). The legislation is intended to ensure equal opportunity for instruction and learning for all students.

Title IX of the Education Amendments of 1972

Title IX prohibits discrimination on the basis of sex against students and employees in educational programs and activities that receive federal funds. The Title IX regulation prohibits sex discrimination in such areas as:

- Admissions to vocational, graduate, professional, and public undergraduate schools
- Counseling and guidance tests, materials, and practices
- Physical education and athletics
- Vocational education programs
- Student rules and policies
- Extracurricular activities
- Employment

Complaints of Title IX violations may be filed with the Office for Civil Rights, Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202, the regional Office for Civil Rights, or state departments of education.

The Education of All Handicapped Children Act of 1975

Schools receive federal financial assistance for educating young people between the ages of six and 21 years of age who have been properly identified and evaluated for special education services in the categories of hearing or speech impaired, visually or orthopedically handicapped, emotionally disabled, or specific learning disabilities. Schools are required to search for students with disabilities and to educate them in the "most integrated setting."

This Act serves as the basis for the current Individuals with Disabilities Education Act (1995) which is designed to ensure that each student receives a free and appropriate public education; that his or her education is determined on an individualized basis and designed to meet his or her needs; and that the rights of children and their families are protected through procedural safeguards.

Guidelines for Vocational Education Programs, 1979

The guidelines apply to the recipients of any federal financial assistance that offers or administers programs of vocational education or training. They derive from and provide supplemental guidance to Title VI, Title IX, Section 504, and the implementing departmental regulations.

Two major pieces of legislation affecting vocational education are the Carl D. Perkins Vocation and Applied Technology Act of 1990 and the School-to-Work (STW) Opportunities Act of 1994. Perkins funds programs designed to provide single parents, displaced homemakers, and single pregnant women with marketable skills. It also funds sex equity programs designed to eliminate sex bias and stereotyping in secondary and postsecondary vocational education and enable participants, aged 14–25, to support themselves and their families. The STW Act established a national framework for developing STW opportunities systems in all states that provide all students with equal access to the full range of program components. There are special provisions for ensuring that Native American and high poverty students have access to STW and tech prep programs.

Civil Rights Restoration Act of 1988

In 1988, after four years of debate, Congress enacted the Civil Rights Restoration Act (CRRA), which restored the originally intended scope of the four statutes already in place to protect minorities, women, the elderly, and the handicapped from federally subsidized discrimination. The act is in response to a 1984 Supreme Court decision, Grove City vs. Bell, in which the high court ruled that nondiscrimination laws applied only to specific programs or activities receiving federal financial assistance, not to an entire institution.

The Civil Rights Act of 1991

This act amends Title VII to allow damages for emotional distress and punitive damages for employees of private institutions. Compensatory damages, but not punitive damages, are available to public employees.

Americans with Disabilities Act (ADA) of 1991

The ADA requires nondiscriminatory policies in public and private institutions that serve the public. It seeks to ensure that persons with disabilities receive the same rights as other U.S. citizens and residents. The five titles of the ADA are: (1) equal employment opportunity; (2) nondiscrimination in state and local government services; (3) nondiscrimination by public accommodations and in commercial facilities; (4) telecommunications; and (5) miscellaneous, e.g., protection against coercion and retaliation.

Antidiscrimination laws can be viewed as continuing clarifications of human rights guaranteed in the U.S. Constitution and its various amendments. Complaints of violations of this legislation may be filed with the Office for Civil Rights, Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202, the regional Office for Civil Rights, or state departments of education.

Some Key Court Decisions

Title VI and Title IX are very similar in how they affect educational activities and the types of discrimination they prohibit. The following examples are some key court decisions based on these laws.

- The case of Brenden vs. Minnesota State High School League (1972) clarified the rights of women to pursue equal athletic opportunities. The court ruled that Peggy Brenden was being discriminated against because she was not allowed to try out for and play on the boys' tennis team when her school did not provide comparable athletic opportunities for girls.
- In Lau vs. Nichols (1973), the U.S. Supreme Court ruled that the San Francisco school system violated the Civil Rights Act of 1964 by denying non-English-speaking students of Chinese ancestry a meaningful opportunity to participate in the public educational program. The decision stated that providing students the same desks, books, teachers, and curriculum did not ensure that they received an equal educational opportunity, particularly if the students did not speak English. If English is the mainstream language of instruction, then measures have to be taken to ensure that English is taught to students who do not speak English or are limited-English-proficient in order to provide equal access to educational opportunities.
- In Castenada vs. Pickard (1981), the court set a three-part test to determine whether a school district takes appropriate actions to overcome language barriers that confront language-minority students. The tests evaluate by calculating whether: (1) a program based on educational theory is recognized by experts, (2) programs and practices used are reasonably calculated to implement the adopted theory, and (3) the program successfully produces results that indicate that language barriers are being overcome.
- In Plyler vs. Doe (1982), the Supreme Court ruled that the 14th Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden that undocumented aliens may place on school districts is not an acceptable argument for excluding or denying educational service to any student.
- In what was called a "stunning setback" for civil rights in education, the U.S. Supreme Court ruled in Grove City College vs. Bell (1984) that Title IX prohibits sex discrimination in *only* those programs receiving federal aid. The decision would have the greatest effect on postsecondary colleges and universities where most non-earmarked federal aid goes to student loan programs. Other civil rights laws containing language nearly identical to that in the Title IX law were also affected: Title VI, Section 504 of the Rehabilitation Act, and the Age Discrimination Act.
- In 1989, Milo Sheff and his parents, along with 16 other families, declared they were denied equal educational opportunity in city schools in Hartford, Connecticut. The district, which has a 95 percent minority-student enrollment, consistently ranked as one of the worst districts in the state in student performance. In April 1995, a state court ruled that the state had not contributed to segregation but had tried to reduce it. In Sheff vs. O'Neill (1996), however, the U.S. Supreme Court ruled that students in the Hartford city schools were denied their constitutionally guaranteed rights to

an education because of extreme racial and ethnic isolation. The 1997 Connecticut legislative session approved a response to the Supreme Court decision which will expand opportunities for students to transfer between public school districts throughout the state and enhance urban schools with magnet programs and charter schools.

- The effort to desegregate schools in Kansas City, Missouri, has a 20-year history. In the 1990s, key decisions included:
  1. A 1990 Supreme Court ruling upheld a tax increase imposed by the district court to pay for the desegregation efforts.
  2. A 1995 ruling (Missouri vs. Jenkins) declared that the district court had erred in ordering programs to attract White suburban students and in using substandard performance by Black students on national standardized tests as a legal basis for the requirements of the desegregation plan. The Supreme Court ruled that school districts need not show actual correction of the educational harms of segregation and set "rapid restoration" of local control as the primary goal in desegregation cases.
  3. In May 1997, however, the district court ruled that court oversight must continue, citing the district's failure to remedy the effects of racial discrimination on educational quality, assignments, facilities, and transportation. The court ordered the school district, by the end of the 1998-99 school year, to narrow the gap in test scores between African American and White students by a specific amount. The court freed the state from financial liability, but urged the state commissioner of education to take charge of district affairs.
- In 1993, a school district in Rockford, Illinois, was found to have systematically discriminated against African American and Latino students, a group comprising one-third of its enrollment. A series of lower court decisions required Rockford schools to meet racial benchmarks in many areas, including test scores and teaching assignments. However, in 1997 a federal appeals court in People Who Care vs. Rockford Board of Education struck down these court-imposed remedies with: (1) a ban on academic tracking, (2) a requirement that individual classes reflect within five percent the percentage of minority students at that grade level in the school, (3) a requirement that at least 13.5 percent of the district's teachers be African American or Latino, (4) racial-balance standards for student disciplinary cases, (5) an order that Black and Latino enrollment in remedial programs mirror that in the district overall, and (6) racial quotas for cheerleaders. Funding for programs aimed at increasing minority achievement was not cut.
- In Franklin vs. Gwinnett County Public Schools (1992), the Supreme Court applied Title VII principles in determining that a student was entitled to protection from sexual harassment by a school employee. The high court ruled that a student may sue a district for monetary damages under Title IX in sexual harassment cases.
- In United States vs. City of Yonkers (1995), the United States and Yonkers Chapter of the NAACP brought a school desegregation suit against the Yonkers Board of Education, City of Yonkers, State of New York, and various state education officials for racial segregation in their school system. The District Court held that the State of New York could be sued under Title VI, but claims under Title VI were barred because of the three-year statute of limitations.

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Goals 2000: Educate America Act

Global competition challenges the standards to which American students are held, and requires the ongoing, thoughtful review of American education. A historic effort to change the national educational emphasis from process to performance and from complacency to high expectations for *all* learners was initiated by the nation's 50 bipartisan governors in 1989 and codified in national legislation in the 1994 enactment of a new law, Goals 2000: Educate America Act.

The implementation of national goals reflects a nation that has embarked on a strategic effort to upgrade the quality and outcomes of education across the nation. The Educate America Act calls on states to set world-class standards for *all* students, and gives states wide latitude to fit legislative requirements within existing educational reform strategies. The goals provide the impetus for a competent American workforce because they require that a continued effort be made to unify and strengthen the nation's resolution to achieve the national education goals by the year 2000. Goals 2000 provides the basis for creating new vision in education and setting innovative expectations for children and society. Above all, the goals are articulated for every learner and citizen, not just a few elite or high-achieving students. The eight goals are capsulated as follows:

Goal 1 – By the year 2000, all children in America will enter school ready to learn.

Goal 2 – The high school graduation rate will increase to at least 90 percent.

Goal 3 – Students will leave grades 4, 8, and 12 having demonstrated competency in English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; every school in America will ensure that all students learn to use their minds well, and are prepared for citizenship and productive employment.

Goal 4 – Teachers will have the professional development they need to help students reach the other goals.

Goal 5 – Students will be the first in the world in mathematics and science achievement.

Goal 6 – Every adult will be literate and possess skills to compete in the global economy and participate as citizens in American democracy.

Goal 7 – Schools will be free of drugs, violence, unauthorized guns, and alcohol and will offer disciplined environments of learning.

Goal 8 – Schools will promote partnerships with parents to increase their participation in their children's education.

Inherent in the eight goals is the premise that *all* students can learn. A more student-driven system has the potential to respond to student differences, unlike the curriculum-driven system that has been the norm of U.S. schools. Goals 2000 stresses that listening to and talking with students and people from diverse populations is essential to improving America's education. Therefore, hand-in-hand with achieving each goal is holding high expectations for every student, responding positively to diversity, and addressing multiple learning styles. The Educate America Act requires that educators manage the subtleties of prejudice and incorporate multicultural strategies into all curricula. Multicultural education will help both minority and

dominant cultures become aware of each other's beliefs and assumptions, and will encourage open-mindedness and rich learning experiences that reflect a pluralistic culture and world.

The goals encourage improved instruction of minorities and Native Americans in all instructional opportunities and activities, and promote the application of technologies in every classroom. Writing, reading, listening, and speaking will be geared to better support bilingual students in school. The goals work to prevent sex-role stereotyping, and encourage girls and boys to equally explore learning by taking risks and becoming active learners through hands-on activities. The Goals 2000: Educate America Act emphasizes that motivating students to learn is key if schools intend to successfully make the most effective use of instructional time. Therefore, student success depends on effective parent involvement in their children's educational lives as well as collaborative partnerships between schools and communities.

Improving America's Schools Act of 1994

Under the framework of the Goals 2000: Educate America Act, the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, entitled Improving America's Schools Act of 1994 (IASA), marks a watershed in federal support for education. IASA provides a comprehensive overhaul of educational programs by restructuring them to ensure that all students acquire the skills and knowledge they will need in the 21st century. The reauthorized ESEA directly supports the Goals 2000 framework to meet state standards that are meant to ensure that each student meets such standards.

By encouraging educators to establish comprehensive solutions for schools and districts to meet students' needs that are aligned with reform efforts, schools and districts will receive increased support for technology, comprehensive technical assistance, and professional development. The IASA shifts the focus of federal education policy from compliance with federal requirements to emphasizing flexibility to improve teaching and learning as well as increased accountability for improved student achievement. The bill encourages grassroots reform efforts to flourish without federal control and alleviates paper work to allow educators more time and resources to better educate children. IASA promotes building-level decisionmaking to bolster partnerships for reform, and provides a waiver authority to relieve the requirements that impede improved performance. The act also provides resources that help link parents, communities, and schools.

The Improving America's Schools Act, or the reauthorized Amendments to the Elementary and Secondary Education Act (ESEA) of 1965, include the following titles:

Title I – Helping Disadvantaged Children Meet High Standards
Improving Basic Programs Operated by Local Educational Agencies
Even Start Family Literacy Program
Education of Migratory Children
Education of Neglected and Delinquent Youth

Title II – Dwight D. Eisenhower Professional Development Program

Title III – Technology for Education
Technology for Education of All Students
Star Students

Title IV – Safe and Drug-Free Schools and Communities

Title V – **Promoting Equity**
Magnet School Assistance
Women's Educational Equity

Title VI – **Innovative Education Program Strategies**

Title VII – **Bilingual Education, Language Enhancement, Language Acquisition Programs**

Title VIII – **Impact Aid**

Title IX – **Indian Education**

Title X – **Programs of National Significance**
Fund for the Improvement of Education (FIE)
Jacob K. Javits Gifted and Talented Students Education Act
Public Charter Schools
Arts in Education Program
Civic Education Program

Title XI – **Coordinated Services**

Title XII – **School Facilities Infrastructure Improvement Act**

Title XIII – **Support and Assistance Programs to Improve Education**

Title XIV – **General Provisions**
To promote program integration, coordination, equal educational opportunity, flexibility, state and local discretion, efficiency, and improved accountability.

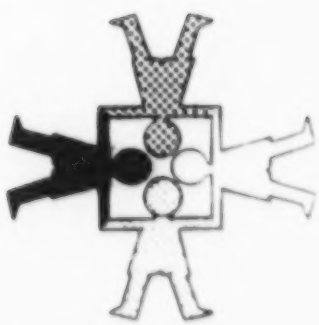
Title II of the Bill Amendments to the General Educational Provisions Act

The IASA affects the first comprehensive overhaul of the General Educational Provisions Act (GEPA) by shortening and simplifying the statute, eliminating obsolete and unnecessary provisions, and increasing flexibility, reducing burdens, and enhancing equity.

Title III of the Bill Amendments of Other Acts

Amendments to the Individuals with Disabilities Education Act (IDEA) - Handicapped children under Chapter 1 Handicapped Program receive the same kind of services as those under IDEA and have the same rights and safeguards.

Amendment to the Stewart B. McKinney Homeless Assistance Act - Intended to ensure that homeless children and youth have access to a free and appropriate public education. The act requires states to revise their policies in order to eliminate barriers to enrollment, attendance, and success in school for homeless students.



NORTHWEST REGIONAL EDUCATIONAL LABORATORY

Center for National Origin, Race and Sex Equity

101 S.W. Main Street, Suite 500

Portland, Oregon 97204-3297